

BUILDING CAPACITY TO ADDRESS LITERACY CHALLENGES AND ENHANCE DEMOCRATIC ENGAGEMENT IN VÄSTERNORRLAND AND MOMBASA COUNTY

**A STUDY REPORT ON STATE OF PLAY REGARDING LITERACY
AND READING PROMOTION IN THE REGIONAL CONTEXT
IN THE COUNTY OF MOMBASA, KENYA**

FIRST STUDY REPORT

BACKGROUND


- Literacy is an integral part of human progress.
- Many developing Countries have made little progress towards achieving 100% literacy levels despite the high numbers of learners in the education system.
- Uwezo (2012) report: **Are our children learning** states ;2 out of every 3 children in school can not pass basic English,Kiswahili or Numeracy.

BACKGROUND CONT.

- This begs the question- what ails our education system-
- Several studies conducted point to the fact that there is need to shift the public and policy focus from reading inputs to learning outcomes. Learners must be the focus of the learning process and learning to be made enjoyable.


BACKGROUND MOMBASA

- Area Coverage- 229.7km(65km covered by water.
- Population-1.2m(kenya-46.8m)-59.7% is below 25 years
- Population density-6,131 per square km.
- Literacy rate 61.5% for the nation and 38.5% for Mombasa. Most affected are girls.
- 73% of children aged 14-17 are out of school in Mombasa and a meager 10% are in technical and Vocational Education.
- 57% of the learners come from informal settlements whose parents are illiterate.

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- Mombasa is one of the 47 Counties
 - All Counties operate independently but mutually with the National Government as Enacted in the new constitution of 2010
 - The county governments have executive and legislative authority, including the accompanying mandates

PROJECT RATIONALE

- This project seeks to bridge the gap of insufficient capacity at the organization level and the democratic participation of the youth in devolved Governance structure as a result of low literacy level.
- The project will enhance sectorial collaboration and poor cooperation between various stakeholders to increase reading promotion amongst the youth between ages 15-17 years. It also acts as a base for understanding cause and effects the high illiteracy rate.

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- Increases capacity and ability to understand and use information and Knowledge
 - Reduce school drop out rates
 - Increase employment for young people
 - Increase social inclusion
 - poverty reduction.

READING PROMOTION

- A communication process through which formal learning takes place.
- Promotion of reading and literacy requires concerted efforts and must be an inclusive process.
- Schools and libraries play a major role in the promotion of literacy
- Kenya has one national library and 61 regional ones. There are also few mobile libraries that serve communities.
- Mombasa has only one library.

- Most schools are more of exam oriented and reading ends once the students do their exams.
- Reading culture need to be inculcated at the early years of schooling through family literacy programs e.g book gifting and parental awareness programs
- Its said that the correlation between reading and academic success leads success in life as well.

COOPERATIVE READING SKILLS: NATIONAL & INTERNATIONAL

- Country is shifting from access to access plus platform.
- Focus is on learning out comes to enhance quality education.
- Learning assessments are done nationally by UWEZO supported by USAID in every County
- Kilindini in Mombasa was No. 55 out of 155.
- **Three assessments are done:**
- -Early Grading Reading Assessment-(EGRA)

- -Early Grade Maths Assessment-EGMA(4 maths signs)
- Cooperative Class Experiment- CCE- for science subjects in high school.
- Outcome of the assessment indicate:
 - 1.Need for a reading promotion policy
 - 2.Targeted lesson plans on reading
 - 3.On going teacher professional development
 4. Curriculum review
 - 5.Frequent feedback for on challenges for corrective action.

INTERNATIONAL LEVEL COOPERATION

- The country uses leading international assessment on literacy & numeracy
- 1.(PIRLS)-Progress in International Reading Literacy study.
- 2. (TIMSS) -Trends in International Science Study
- **Outcome:**
- -Average student learning is low in Kenya and all other Low income Countries.
- World bank evaluation of Education finds that more learners accessing but few are learning.

READING PROMOTION POLICY


- The current Education system is 8-4-4
- This replaced 7-4-2-3(1964-1985) that lacked necessary content to promote sustainable self employment. New system focuses on technical and vocational education, training self reliance and literacy promotion.
- The system is guided by policy guidelines and from 2010 Education Act was enacted that criminalizes the act of not taking any child to school(Article 51(1)(b), 55(a) youth access to education and training.


- Policy gaps exist for reading promotion.
- There is a need to put mechanisms to enhance reading as people in employment don't read.
- (if you want to hide money put it in a big thick book)
- People did not read the new constitution they would say their party leader read it on their behalf.
- The Act also ensures that literacy is enhanced in
Non formal learning centres-Minority groups,
unemployed youth, Youth out of school, women
and girls street children people living with
disability

- The centres are for technical, industrial, vocational & Entrepreneurship
- In addition to skills training reading skills and literacy are also taught through accelerated learning for reintegration into the school system
- They also promote community activities e.g health campaigns through literacy

ROLE OF LIBRARY IN PROMOTING READING


- KNLS was established in 1965.
- Mandated to develop libraries & promote library and information services to the general public
- Provide information for both rural and urban communities by participating effectively in Governance

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- KNLS partners with other organizations like book AID international & Lit World.
 - Huge gaps exists in library services in the Country and Mombasa in particular
 - KNLS is currently working on a gender mainstreaming policy that will promote literacy on an equal footing amongst the women.
 - **NON FORMAL EDUCATION**
 - A system that bridges the Gap for those who mis out on the opportunity to go to school.

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- Learners have a condensed curriculum in addition to the skills training
 - The graduates from this system are then expected to join the formal education system and progress to the university level
 - Those who pursue the skill training are assessed in the practical aspects and awarded the certificates.

ORGANISATION STRUCTURE OF SPORTS IN KENYA

- Done around three institutions
- 1. Kenya Olympic Association
- 2. Kenya National Sports Council
- 3. Government Department of Sports
- 4. 40 National governing bodies- at the grass root levels
- Competitions begin at the Community level

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- Sports is governed by the sports Act of 2013 and is managed by several coaches paid by the associations and the sports clubs.
 - Sports is funded by both County & National Government.
 - All schools, colleges and Universities engage in sports as it's a part of the school curriculum.
 - Sports is done across the East African Region.